



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : PUBLIC SCHOOL 70 QUEENS – THE LT. JOE PETROSINO SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 30Q070

PRINCIPAL: DONNA C. GELLER **EMAIL:** DGELLER@SCHOOLS.NYC.GOV

SUPERINTENDENT: DR. PHILIP COMPOSTO

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

| Name | Position and Constituent Group Represented | Signature |
|-------------------------------|--|-----------|
| Donna C. Geller | *Principal or Designee | |
| Valerie Waxman | *UFT Chapter Leader or Designee | |
| Zeinab Sheta Pauline Grech | *PA/PTA President or Designated Co-President | |
| | DC 37 Representative, if applicable | |
| | Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>) | |
| | CBO Representative, if applicable | |
| Sharon Katz | Member/Teacher SLT Co-Chair | |
| Giannoula Michaelopoulos | Member/Teacher SLT Co-Chair | |
| Irene Katos-Pipas | Member/Teacher | |
| George Dzanoukakis | Member/Teacher | |
| Alejandra Flores | Member/Parent | |
| Laura Kulez | Member/Parent | |
| Robeena Meer | Member/Parent | |
| Kristin Rodgers | Member/Parant | |

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

To increase students performance levels in literacy based on the Common Core Standards and as reflected by students' reading levels, writing levels and the New York State ELA as measured by nine of our fourth and eight of our fifth grade students will increase their reading levels by two reading levels.

Comprehensive needs assessment

- As determined by analysis of collected school-wide data, the SLT determined that a need exists for an increase in performance of general education students who have not met proficiency criteria on the NYS ELA in grades 4, and 5.

Instructional strategies/activities

- Timeline: September 2011- June 2012
- Twice a week (Thursdays and Fridays) students will engage in class independent reading
- Classroom teachers will conference with individual students to monitor reading growth
- Guided reading groups will help elevate students' reading comprehension by focusing on Common Core literacy skills
- Classroom libraries will be expanded to include higher reading leveled fiction and non-fiction books based on Common Core standards
- Conferencing notes taken by teachers will be reviewed by supervisors for support
- Literacy and math coaches will provide professional development on reading strategies based on the Common Core standards

Strategies to increase parental involvement

- School leaders, faculty, as well as the parent coordinator will provide a variety of communications, workshops, and visitation opportunities for parents to increase their knowledge of specific content areas of literacy while building a stronger home to school connection funded by Title I Parent Involvement & Title I A.I.S.

Strategies for attracting Highly Qualified Teachers (HQT)

- Positions are posted and teachers are placed in classes based on appropriate certifications and experience. Teachers attend classes for certification needed for each area. Teachers apply for appropriate certification. Teachers attend workshops that are grade appropriate on assessments, instructional methods, and materials. Professional development is provided, monthly faculty conferences, and monthly grade conferences.

Service and program coordination

- Frequent congruence is implemented with after school Title I and Title III, IEP mandated programs, AIS, Inquiry, and Project Share staff and classroom teachers. AIS, Project Share, and Inquiry groups follow a push-in small group instruction model focusing on the development of specific reading skills to increase performance levels. IEP mandated programs follow both push-in and pull-out models according to IEP mandates.

Budget and resources alignment

- Workshops are funded by Title I Parent Involvement
- Parent coordinator funded by Tax Levy Parent Coordinator
- Coaches funded by Contract for Excellence and Conceptual Consolidation of Funds
- Classroom teachers, AIS, and administrators funded by TL Fair Student Funding and Conceptual Consolidation of Funds
- ESL classroom and after school teachers funded by TL Fair Student Funding, Title III LEP
- SETSS and Speech funded by TL Fair Student Funding, TL IEP Teacher, and TL Mandated Speech,

ANNUAL GOAL #2 AND ACTION PLAN**Annual Goal #2**

To increase student scores on the ELA by building a stronger learning environment reflected by instruction based on the Common Core standards, the curriculum, and the appropriate scheduling as measured by nine of our fourth and eight of our fifth grade students who performed on a level two achieving a level three.

Comprehensive needs assessment

- After analysis of a three year trend in ELA scores it was determined that a need for a new ELA program existed.

Instructional strategies/activities

- Timeline: September 2011-June 2012
- Introduction of the Reading Street program to supplement independent reading
- On-going professional development will be provided for each grade during conferences
- School fundraising will support the program and its resources

Strategies to increase parental involvement

- School leaders, faculty, as well as the parent coordinator will provide a variety of communications, workshops, and visitation opportunities for parents to increase their knowledge of specific content areas of literacy while building a stronger home to school connection funded by Title I Parent Involvement & Title I A.I.S.

Strategies for attracting Highly Qualified Teachers (HQT)

- Positions are posted and teachers are placed in classes based on appropriate certifications and experience. Teachers attend classes for certification needed for each area. Teachers apply for appropriate certification. Teachers attend workshops that are grade appropriate on assessments, instructional methods, and materials. Professional development is provided, monthly faculty conferences, and monthly grade conferences.

Service and program coordination

- A reading block was created to incorporate the implementation of the Reading Street program.
- Monthly congruence is implemented with after school Title I and Title III, IEP mandated programs, AIS, Inquiry, and Project Share staff and classroom teachers. AIS, Project Share, and Inquiry groups follow a push-in small group instruction model focusing on the development of specific reading skills to increase performance levels. IEP mandated programs follow both push-in and pull-out models according to IEP mandates.

Budget and resources alignment

- Workshops are funded by Title I Parent Involvement
- Parent coordinator funded by Tax Levy Parent Coordinator
- Coaches funded by Contract for Excellence and Conceptual Consolidation of Funds
- Classroom teachers, AIS, and administrators funded by TL Fair Student Funding and Conceptual Consolidation of Funds
- ESL classroom and after school teachers funded by TL Fair Student Funding, Title III LEP
- SETSS and Speech funded by TL Fair Student Funding, TL IEP Teacher, and TL Mandated Speech,
- TL NYSTL funds
- Donations from the Parents Association
- School wide fundraising activities

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

To improve Reading and Math scores by identifying skills in need of remediation common to fourth and fifth grade students by providing differentiated activities to students at their appropriate levels.

Comprehensive needs assessment

- After analysis of student data a trend was found among various skills that were in need of remediation. Data analyzed was RAI, MAI, Acuity, State ELA scores, State Math scores, teacher created assessments.

Instructional strategies/activities

- Timeline: September 2011-June 2012
- provide video-taped successful classroom lessons to the faculty
- provide a worksheet of questions that help teachers to identify successful practices for teacher effectiveness
- provide teachers with the Common Core Standards for Literacy and Math to guide instructional planning

Strategies to increase parental involvement

- School leaders, faculty, as well as the parent coordinator will provide a variety of communications, workshops, and visitation opportunities for parents to increase their knowledge of specific skill areas of literacy and math while building a stronger home to school connection funded by Title I Parent Involvement & Title I A.I.S.
- A report is sent home to parents following every RAI and MAI assessment broken down by skill and their score in each area. Teacher comments are included and focus on specific skill improvement strategies based on their child's needs and performance. Conferences are encouraged and reports are discussed at parent teacher conferences as well.
- Parent coordinator offers support for parents to go online and access ACUITY scores on ARIS. Computers are available to parents as well.

Strategies for attracting Highly Qualified Teachers (HQT)

- Positions are posted and teachers are placed in classes based on appropriate certifications and experience. Teachers attend classes for certification needed for each area. Teachers apply for appropriate certification. Teachers attend workshops that are grade appropriate on assessments, instructional methods, and materials. Professional development is provided, monthly faculty conferences, and monthly grade conferences.

Service and program coordination

- Frequent congruence is implemented with after school Title I and Title III, IEP mandated programs, AIS, Inquiry, staff and classroom teachers. AIS, and Inquiry groups follow a push-in small group instruction model focusing on the development of specific reading and math skills to increase performance levels. IEP mandated programs follow both push-in and pull-out models according to IEP mandates.

Budget and resources alignment

- Workshops are funded by Title I Parent Involvement
- Parent coordinator funded by Tax Levy Parent Coordinator
- Coaches funded by Contract for Excellence and Conceptual Consolidation of Funds
- Classroom teachers, AIS, and administrators funded by TL Fair Student Funding and Conceptual Consolidation of Funds
- ESL classroom and after school teachers funded by TL Fair Student Funding, Title III LEP
- SETSS and Speech funded by TL Fair Student Funding, TL IEP Teacher, and TL Mandated Speech,
- TL NYSTL funds
- Donations from the Parents Association
- School wide fundraising activities

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4

To increase the performance levels of students through the implementation of Inquiry Team Work as measured by student progress based on weekly assessments.

Comprehensive needs assessment

- After an analysis of student specific data it was determined which students and what skills would be remediated through the use of Inquiry Teams.

Instructional strategies/activities

- Inquiry teams work with students in small groups focusing on a specific skill that was determined as a need during the Inquiry Team meetings.
- Thursdays and Fridays are devoted to independent reading time so teachers may continue and conduct inquiry work.
- Multi-sensory strategies are used to improve student performance and adapt the curriculum.
- Skill specific assessments are administered weekly to track progress, mastery, and determine the next step.

Strategies to increase parental involvement

- School leaders, faculty, as well as the parent coordinator will provide a variety of communications, workshops, and visitation opportunities for parents to increase their knowledge of specific skill areas of literacy and math while building a stronger home to school connection funded by Title I Parent Involvement & Title I A.I.S.

Strategies for attracting Highly Qualified Teachers (HQT)

- Positions are posted and teachers are placed in classes based on appropriate certifications and experience. Teachers attend classes for certification needed for each area. Teachers apply for appropriate certification. Teachers attend workshops that are grade appropriate on assessments, instructional methods, and materials. Professional development is provided, monthly faculty conferences, and monthly grade conferences.

Service and program coordination

- 37 ½ minutes during extended day on Thursdays every week is dedicated to Inquiry Team work. Inquiry teams meet and collaboratively discuss and determine best practices to increase student performance.
- Frequent congruence is implemented with after school Title I and Title III, IEP mandated programs, AIS, Inquiry, staff and classroom teachers. AIS, and Inquiry groups follow a push-in small group instruction model focusing on the development of specific reading skills to increase performance levels. IEP mandated programs follow both push-in and pull-out models according to IEP mandates.

Budget and resources alignment

- Workshops are funded by Title I Parent Involvement
- Parent coordinator funded by Tax Levy Parent Coordinator
- Coaches funded by Contract for Excellence and Conceptual Consolidation of Funds
- Classroom teachers, AIS, and administrators funded by TL Fair Student Funding and Conceptual Consolidation of Funds
- ESL classroom and after school teachers funded by TL Fair Student Funding, Title III LEP
- SETSS and Speech funded by TL Fair Student Funding, TL IEP Teacher, and TL Mandated Speech,

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

| | ELA | Mathematics | Science | Social Studies | At-risk Services: Guidance Counselor | At-risk Services: School Psychologist | At-risk Services: Social Worker |
|-----------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|---|--|--|
| | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS |
| K | 59 | 59 | N/A | N/A | 1 | 1 | 0 |
| 1 | 161 | 85 | N/A | N/A | 1 | 1 | 1 |
| 2 | 97 | 89 | N/A | N/A | 1 | 1 | 1 |
| 3 | 102 | 85 | N/A | N/A | 1 | 1 | 1 |
| 4 | 131 | 106 | 18 | 0 | 2 | 1 | 1 |
| 5 | 163 | 95 | 0 | 15 | 2 | 1 | 1 |
| 6 | | | | | | | |
| 7 | | | | | | | |
| 8 | | | | | | | |
| 9 | | | | | | | |
| 10 | | | | | | | |
| 11 | | | | | | | |
| 12 | | | | | | | |

| Name of Academic Intervention Services (AIS) | Description |
|---|--|
| ELA | In small group settings for a 10 week cycle, 3X per week in the classroom using push-in AIS providers during the school day, during extended day and after school if funding allows following the new reading curriculum Reading Street for instruction. Instruction is differentiated by implementing intervention strategies for phonics, vocabulary and comprehension skills using Reading Street leveled readers, Wilson, Earobics, Read Naturally, and authentic literature were used for daily instruction and test preparation. |
| Mathematics | In small group settings in the classroom during extended day and after school if funding allows following the workshop model for instruction where intervention strategies are implemented using the Everyday Math for daily instruction, hands-on activities and manipulatives. |
| Science | In small group or club settings during the school day through ELA following the workshop model for instruction, and 1:1 tutoring, students engage in activities through the use of the internet, Focus on Science books, authentic literature, newspapers, magazines, and hands on experiments. Fossils Kits, MacMillian Science Series and Measuring Up. Maintaining school weather charts, garden and photography clubs. |
| Social Studies | In small group settings or club settings during the school day through ELA skill instruction and 1:1 tutoring, students engage in activities through the use of the internet, NYSTROM Atlases, authentic historical fiction literature, reference materials, newspapers, magazines, and primary sources. School newspaper and yearbook and presidents clubs. |
| At-risk Services provided by the Guidance Counselor | In a one-to-one or small group setting sessions are provided during the school day using play therapy, behavior modification, and role playing techniques and in class intervention. Monthly behavior code assemblies for grades k-5 and behavior management workshops at grade conferences. |
| At-risk Services provided by the School Psychologist | In a one-to-one or small group setting sessions are provided during the school day using play therapy, behavior modification, and role playing techniques, and activities for building self esteem. Self esteem builders and in class intervention. |
| At-risk Services provided by the Social Worker | In a one-to-one or small group setting sessions are provided during the school day using play therapy, behavior modification, and role playing techniques, and activities for building self esteem. Self esteem builders and in class intervention. |

Title I Parent Involvement Policy and Parent-School Compact PS 70 Queens

Section I: Title I Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore **P.S. 70Q**, [in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act], is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. **P.S. 70Q's** policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. **P.S. 70Q** will support parents and families of Title I students by:

- **providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);**
- **providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;**
- **fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;**
- **providing assistance to parents in understanding City, State and Federal standards and assessments;**
- **sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand**
providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

P.S.70 Q's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school. In developing the PS 70Q Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I

Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parental involvement and school quality, P.S. 70Q will:

- *actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;*
- *engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;*
- *ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;*
- *support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;*
- *maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);*
- *conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;*
- *provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)*
- *host the required Title I Parent Annual Meeting on or before October 31st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;*
- *schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;*
- *translate all critical school documents and provide interpretation during meetings and events as needed;*
- *conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.*

P.S. 70Q further encourage school-level parental involvement by:

- *holding an annual Title I Parent Curriculum Conference;*
- *hosting educational family events/activities during Open School Week and throughout the school year;*
- *encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;*
- *supporting or hosting OFEA District Family Day events;*
- *establishing a Parent Resource Center or lending library; instructional materials for parents.*
- *hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;*
- *encouraging more parents to become trained school volunteers;*
- *providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;*
- *developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and*
- *providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;*
- *provide parents daily updates on the School Website*

Section II: School-Parent Compact

P.S. 70Q, [in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act] is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. PS/MS/HS XX staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

School Responsibilities:

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- *using academic learning time efficiently;*
- *respecting cultural, racial and ethnic differences;*
- *implementing a curriculum aligned to State Common Core Standards;*
- *offering high quality instruction in all content areas; and*
- *providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;*

Support home-school relationships and improve communication by:

- *conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;*

- *convening a Title I Parent Annual Meeting (prior to December 1st of each school year) for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;*
- *arranging additional meetings at other flexible times (e.g., morning, evening) and providing (if necessary and funds are available) transportation, child care or home visits for those parents who cannot attend a regular meeting;*
- *respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;*
- *providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;*
- *involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;*
- *providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; and*
- *ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;*

Provide parents reasonable access to staff by:

- *Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.*
- *notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;*
- *arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities; and*
- *planning activities for parents during the school year (e.g., Open School Week);*

Provide general support to parents by:

- *creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;*
- *assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);*
- *sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;*
- *supporting parental involvement activities as requested by parents; and*
- *ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;*
- *advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;*

Parent/Guardian Responsibilities:

- *monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;*
- *ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;*
- *check and assist my child in completing homework tasks, when necessary;*
- *read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)*
- *set limits to the amount of time my child watches television or plays video games;*
- *promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;*
- *encourage my child to follow school rules and regulations and discuss this Compact with my child;*
- *volunteer in my child's school or assist from my home as time permits;*
- *participate, as appropriate, in the decisions relating to my child's education. I will also:*
 - communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
 - respond to surveys, feedback forms and notices when requested;
 - become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
 - participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
 - take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams);
 - share responsibility for the improved academic achievement of my child;

Student Responsibilities:

- *attend school regularly and arrive on time;*
- *complete my homework and submit all assignments on time;*
- *follow the school rules and be responsible for my actions;*
- *show respect for myself, other people and property;*
- *try to resolve disagreements or conflicts peacefully; and*
- *always try my best to learn*

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by parents, PA Representatives on 10/21/11.

This Parent Involvement Policy was updated on 10/28/11.

The final version of this document will be distributed to the school community on 11/01/11 and will be available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

SIGNATURES:

SCHOOL: _____

Date: 11/02/2011

STUDENT: _____

Date: _____

PARENT: _____

Date: _____

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

| | | | |
|--|--------------------|-----------------------|--------------------------|
| Cluster Leader/Network Leader 2 | District 30 | Borough Queens | School Number 070 |
| School Name Lt. Petrosino | | | |

B. Language Allocation Policy Team Composition [i](#)

| | |
|--|---|
| Principal Mrs. Donna Geller | Assistant Principal Mariza Cerff |
| Coach | Coach |
| ESL Teacher Claire Georgiou/ESL | Guidance Counselor Teresa Rocha |
| Teacher/Subject Area Jennifer Franz/ ESL | Parent Claudia Chacon |
| Teacher/Subject Area Elizabeth Apostolidis /ESL | Parent Coordinator Maria Hernandez |
| Related Service Provider type here | Other Catherine Goudelis/ESL |
| Network Leader Nancy DiMaggio | Other type here |

C. Teacher Qualifications [i](#)

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

| | | | | | |
|--|-----------|--|----------|--|----------|
| Number of certified ESL teachers | 11 | Number of certified bilingual teachers | 1 | Number of certified NLA/foreign language teachers | 0 |
| Number of content area teachers with bilingual extensions | 0 | Number of special education teachers with bilingual extensions | 2 | Number of teachers of ELLs without ESL/bilingual certification | 0 |
| Number of teachers who hold both a bilingual extension and ESL certification | 0 | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | 1 | | |

D. School Demographics

| | | | | | |
|------------------------------------|-------------|----------------------|------------|---|---------------|
| Total number of students in school | 1100 | Total Number of ELLs | 254 | ELLs as share of total student population (%) | 23.09% |
|------------------------------------|-------------|----------------------|------------|---|---------------|

Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

Paste response to questions 1-6 here

1. At the time of registration, parents are required to give information about their child's language proficiencies and engage in an informal interview process by an ESL certified teacher. The ESL certified teachers who interview the parents are Ms. Georgiou (bilingual in Greek/English), Ms. Franz, and Ms. Apostolotis (bilingual in Greek/English). If necessary a parent volunteer is called to assist in translation. This ensures that any questions the parent has about the Home Language Identification Survey (HLIS) can be addressed at that time. At the interview, parents are also informed about bilingual and ESL services so that they can make an informed placement selection for their children. All school staff related sections of the HLIS are completed and signed by appropriate personnel. Upon completion of the HLIS, the ESL certified teacher identifies Lab-R eligibility. The child is administered the Lab-R in an appropriate setting by a certified ESL teacher, and based on their final score are identified as English Language Learners (ELL) or non-ELLs. Spanish speaking ELL students are administered the Spanish LAB. Once ESL eligibility is determined, entitlement letters in the parent's preferred language are sent home of which copies are kept on file at the school. When a child is determined to be eligible for ELL services, an annual assessment called the New York State English as a Second Language Achievement Test (NYSESLAT) is administered by New York State to determine English proficiency. ATS/RLER/RLAT reports helps us determine NYSESLAT eligibility. Every school year, the parents of our ELL students are invited to a NYSESLAT workshop. Certified ESL teachers provide an overview of the NYSESLAT and discuss and explain questions the parents might have about the test.

2. All newcomer parents are invited to an initial parent orientation meeting conducted by an ELL specialist. At this meeting, ELL parents are provided with information about bilingual and ESL programs available in NYC public schools, and an opportunity to ask questions so that they can make an informed placement selection. Certified ESL teachers facilitate the parent orientation meeting. At each parent orientation the following are provided:

>Agenda

>Sign- in sheet

>Television/computer or access to school's LCTV

>Orientation Video (DVD) for Parents of English Language Learners

>Translated materials, e.g., Parent Survey / Program Selection Forms / Parent Brochures

>Interpreters, if necessary

Parent surveys and Parent Selection Forms are collected at the end of the orientation and kept on file at the school.

3. Finally, for parents who did not attend any of the scheduled meetings, phone calls are made and one-on-one sessions are given to discuss the information. At these meetings, parents are provided with translators that assist in giving specific information about ESL programs available throughout the city. With the use of these translators, parents are able to ask questions to clarify the options available to their children and make an informative choice on the Program Selection form.

4. Within 10 days, and after meeting with the parents and reviewing the Program Selection forms, the children are then placed accordingly. If parents do not choose an ELL program, the default is bilingual education. At this time, placement letters and continued entitlement letters in the parent's preferred language are distributed. All these are copied and kept on file at the school.

5. The ESL programs offered by P.S. 70 are aligned with the parents' requests on the Parent Survey and Program Selection Form. Based

on a review and analysis of these forms from 2008-2009, 2009-2010, 2010-2011 and 2011-2012 school years it is evident that the majority of parents of ELLs entering PS 70 requested Freestanding English as a Second Language (ESL) classes and/or monolingual classes with ESL push-in services. The Program Selection Forms indicate that 37 parents requested ESL, 13 parents requested TBE, 19 parents requested Dual Language.

6. There have been a sufficient number of parents of kindergarten who requested Transitional Bilingual Education (TBE) classes, thus one TBE class has been maintained on that grade level.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

K* 1* 2* 3* 4* 5*
6* 7* 8* 9* 10* 11* 12*

This school offers (check all that apply):

| | | | |
|--|------|-----|---------------------------------------|
| Transitional bilingual education program | Yes* | No* | If yes, indicate language(s): Spanish |
| Dual language program | Yes* | No* | If yes, indicate language(s): |

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

| ELL Program Breakdown | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|--------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | To t # |
| Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%) | 1 | | | | | | | | | | | | | 1 |
| Dual Language (50%:50%) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| Self-Contained | 2 | 1 | 2 | 1 | 1 | 1 | | | | | | | | 8 |
| Push-In | 0 | 3 | 0 | 1 | 1 | 1 | | | | | | | | 6 |
| Total | 3 | 4 | 2 | 2 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|-----|--|-----|-------------------------------|----|
| All ELLs | 254 | Newcomers (ELLs receiving service 0-3 years) | 215 | Special Education | 21 |
| SIFE | | ELLs receiving service 4-6 years | 35 | Long-Term (completed 6 years) | 4 |

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. [?](#)

| ELLs by Subgroups | | |
|-------------------|------------------|------------------------------------|
| ELLs (0-3 years) | ELLs (4-6 years) | Long-Term ELLs (completed 6 years) |

| | All | SIFE | Special Education | All | SIFE | Special Education | All | SIFE | Special Education | Total |
|---------------|-----|------|-------------------|-----|------|-------------------|-----|------|-------------------|-------|
| TBE | 19 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 19 |
| Dual Language | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| ESL | 199 | 0 | 16 | 32 | 0 | 5 | 4 | 0 | 0 | 235 |
| Total | 218 | 0 | 16 | 32 | 0 | 5 | 4 | 0 | 0 | 254 |

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

| Transitional Bilingual Education | | | | | | | | | | | | | | |
|--|-----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Spanish | 19 | | | | | | | | | | | | | 19 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Yiddish | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | | | | | 0 |
| TOTAL | 19 | 0 | 19 |

| Dual Language (ELLs/EPs) | | | | | | | | | | | | | | | | | | | | |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| K-8 | | | | | | | | | | | | | | | | | | | | |
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | | | | | | | |
| | K | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | TOTAL | |
| | EL | EP |
| Spanish | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Chinese | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Russian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Korean | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Haitian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| French | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Other | | | | | | | | | | | | | | | | | | | 0 | 0 |
| TOTAL | 0 |

| Dual Language (ELLs/EPs) | | | | | | | | | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| 9-12 | | | | | | | | | | | | | | | | | | | | |
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | | | | | | | |

| | 9 | | 10 | | 11 | | 12 | | TOTAL | |
|--------------|-----|----|-----|----|-----|----|-----|----|-------|----|
| | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP |
| Spanish | | | | | | | | | 0 | 0 |
| Chinese | | | | | | | | | 0 | 0 |
| Russian | | | | | | | | | 0 | 0 |
| Korean | | | | | | | | | 0 | 0 |
| Haitian | | | | | | | | | 0 | 0 |
| French | | | | | | | | | 0 | 0 |
| Other | | | | | | | | | 0 | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

This Section for Dual Language Programs Only

| | |
|---|------------------------------------|
| Number of Bilingual students (students fluent in both languages): | Number of third language speakers: |
| Ethnic breakdown of EPs (Number): | |
| African-American: ____ | Asian: ____ |
| Hispanic/Latino: | Other: |
| Native American: ____ | White (Non-Hispanic/Latino): ____ |

| Freestanding English as a Second Language | | | | | | | | | | | | | | |
|--|-----------|-----------|-----------|-----------|-----------|-----------|----------|----------|----------|----------|----------|----------|----------|------------|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Spanish | 29 | 34 | 21 | 17 | 27 | 9 | | | | | | | | 137 |
| Chinese | 1 | 2 | 0 | 1 | 0 | 0 | | | | | | | | 4 |
| Russian | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Bengali | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Urdu | 1 | 1 | 2 | 4 | 2 | 2 | | | | | | | | 12 |
| Arabic | 12 | 9 | 14 | 11 | 4 | 8 | | | | | | | | 58 |
| Haitian | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| French | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Korean | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Punjabi | 1 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 1 |
| Polish | 0 | 0 | 0 | 1 | 0 | 0 | | | | | | | | 1 |
| Albanian | 1 | 2 | 2 | 1 | 2 | 0 | | | | | | | | 8 |
| Other | 7 | 8 | 4 | 5 | 6 | 3 | | | | | | | | 33 |
| TOTAL | 52 | 56 | 43 | 40 | 41 | 22 | 0 | 254 |

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1-7 here

1. At PS 70, there is one kindergarten bilingual class and eight Freestanding ESL classes. For ESL, PS 70 has the self-contained classes as well as the ESL push-in/Co-Teaching model. Our ESL students are placed in heterogeneous groups and by appropriate grade level. Our philosophy is that ELL students develop language proficiency in a more concrete manner when they are given the opportunity to not only pair up with students at the same level, but also those at a higher and lower proficiency level. This type of grouping allows children to be engaged directly in their own learning by learning from each other and lowering the affective filter.
2. PS70's TBE kindergarten class offers instruction in Spanish with intensive support in English and vocabulary development. In the TBA class, as English proficiency increases so does instruction in English. In the beginning levels of English language development, 60% of instruction time will take place in the students' native language and 40% in English. As students develop fluency in English, instruction time increases as outlined in CR Part 154 policy guidelines. Teachers use the data from multiple assessments to make informed decisions on language use for subject area instruction as well as language development. In the Freestanding ESL classes all instruction, including content area instruction, is delivered in English using ESL strategies and methodologies. ELLs enrolled in monolingual classes receive ESL instruction utilizing the ESL pushin/ co-teaching model by two state certified ESL teachers. The units of ESL instruction are regulated by NYS CR Part 154. ELL students at the Beginning and Intermediate level are provided with 360 minutes of ESL instruction per week. ELL students at the Advanced level rare provided with 180 minutes of ESL instruction per week. ELL students receive 450 minutes of ELA instruction per week.
3. In the Freestanding ESL classes all instruction, including content area instruction, is delivered in English using ESL strategies and methodologies. ELLs enrolled in monolingual classes; receive ESL instruction utilizing the Push-in/Co-Teaching model by two state certified ESL teachers. Instructional techniques will vary based on the level of the learner. Students' instruction involves guided reading and writing, manipulatives, visuals, word builder cards, graphic organizers, small group instruction, and cooperative learning. ELL students are encouraged to use their first language to maintain their self confidence and self esteem. Students are provided with access to the school's newly remodeled library, which includes books in several different languages. Also, classroom libraries are equipped with native language books.
4. The Kindergarten students in the bilingual program are assessed Scott Foreman's Calle De La Lectura program.
5. To further support differentiated instruction and small group instruction, classes with ELLs are provided with ELA Academic Intervention Services (AIS) push-in teachers and RTI teachers.
 - a. This school year, PS 70 does not have SIFE students.
 - b. Instruction for newcomers at PS 70 consists of several ESL methods that include, but are not limited to use of TPR, role-play,

A. Programming and Scheduling Information

vocabulary development, picture references and realia, graphic organizers, small group instruction and cooperative learning. By embracing students' various cultures, through such school activities such as the annual International Tea or the Multicultural Fair, newcomers are provided with an environment that is culturally sensitive. Every student at PS 70 has access to a computer lab at the school. By using appropriate internet sites, newcomer students complete projects giving information about their cultures. Also, teachers include instruction that introduces the newcomer students to American culture and life. In terms of NCLB requirements for ELA testing after one year, teachers prepare newcomer students in various ways. Newly enrolled ELLs are encouraged to communicate in their native language, materials are modified, scaffold and instruction is differentiated. Teachers are able to include newcomer students in grade-level tasks and activities, so that these students can learn the skills they need according to set state and city standards. By differentiating instruction and modifying materials, students can continue to learn English while acquiring strategies and ELA concepts. Instruction is guided by informal and formal assessments in order to prepare the students for the ELA, a high-stakes state exam. PS 70 takes part in optional city assessments so that these students are accustomed to the

standardized test procedures. Teachers also specifically teach target language that is associated with standardized testing. For example, a teacher will instruct the students on different vocabulary that can be found on these assessments, such as the word "passages." By using these assessments, teachers can build on students' strengths and help them identify the areas in which they need to improve and set goals accordingly.

c. For ELL students who have been receiving services for four or more years, we focus on developing academic language and ELA skills. ESL certified teachers teach specific strategies for predicting, note-taking, comparing and contrasting, inferring, etc. Through periodic assessments, teachers are able to pinpoint specific skills that the children need to improve and work with each individual student to set goals and complete activities related to these skills. By using this kind of targeted approach, students improve their English proficiency and learn strategies that can be useful when learning information in other content areas.

d. Long term ELLs are provided with extra periods of mandated ESL instruction. ESL certified teachers work in small groups and focus on developing ELA skills - listening, speaking, reading and writing.

6. Through differentiated and small group instruction product is modified to meet students' needs and abilities. Some instructional strategies are the use of visuals, graphic organizers, vocabulary development, and phonics. PS 70 ensures that ELLs in the special education programs receive all service mandates as per CRPart 154.

7. In order to meet the least restrictive environment most of our ELL students with disabilities attend ICT classes at P.S. 70. Furthermore, AIS and ELL teachers push in to provide extra academic support.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

| Class/Content Area | Language(s) of Instruction | | Class/Content Area | Language(s) of Instruction |
|----------------------|----------------------------|--|--------------------|----------------------------|
| Native Language Arts | | | | |
| Social Studies: | | | | |
| Math: | | | | |
| Science: | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

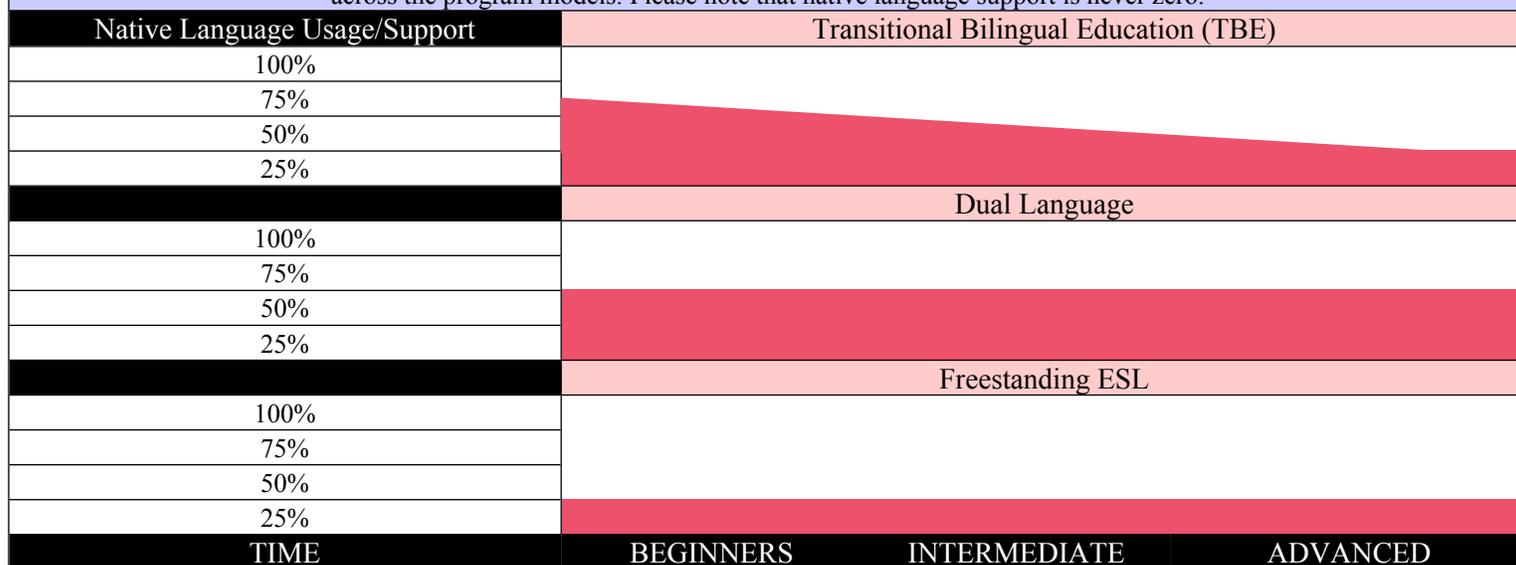
| | Beginning | Intermediate | Advanced |
|---|-----------------------|-----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 | | | 180 minutes per week |
| FOR TBE /DL PROGRAMS: Native Language Arts | 60-90 minutes per day | 45-60 minutes per day | 45 minutes per day |

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

| | Beginning | Intermediate | Advanced |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 540 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 | | | 180 minutes per week |
| FOR TBE /DL PROGRAMS: Native Language Arts | 45 minutes per day | 45 minutes per day | 45 minutes per day |

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

Paste response to questions 8-17 here

8. Instruction at PS 70 is in alignment with the New York City and New York State content and performance standards. Instruction focuses on literacy, math, science, social studies, using ESL standards to ensure that students achieve higher scores on the NYSESLAT, and other city and state assessments. Teachers use a number of instructional strategies, such as small group instruction, use of TPR, role play, picture references and realia, vocabulary development, and graphic organizers. ELL materials including software, authentic level libraries with high interest selections, commercially prepared and teacher made materials are used in daily instruction in the classrooms and in the school library. PS 70 uses Scott Foreman's Reading Street for ELA, which incorporates ESL strategies, addressing the needs of all beginning, intermediate and advanced students. ALL students are provided with differentiated instruction in ELA, Math, Science and Social Studies. Differentiation is provided by the classroom teachers, cluster teachers and push-in ESL and AIS teachers. Supplementary materials are provided to augment English and Math instruction. The vision for all students of PS 70 is to build upon their prior knowledge to achieve higher academic success as our students will become the new community. In addition, at risk ELL students receive tutoring services by certified pedagogues.

9. PS 70 continues to support ESL students who have achieved English proficiency on the NYSESLAT by providing additional support during classroom instruction. Our ESL self-contained classes are often a heterogeneous grouping of proficient and non-proficient students. Proficient ESL students continue to receive test modifications for city and state assessments by providing these children with extended time, time and a half, per state regulations. A photography program has been added to the extended day session at P.S. 70 that specifically targets ESL students, as well as ESL students with IEPs. This photography program incorporates writing and reading activities, along with hands-on experience in technology and the arts.

10./11. Due to parent choice we will continue to maintain the kindergarten TBE class on the kindergarten level, which has more than a sufficient number of children, and we plan to reassess and open a first grade TBE class if enough parents show interest.

12. All ELLs at PS 70 attend the extended day program, and are invited to the school's Champions Club after school hours. The extended day program offers supplemental support for a duration of 37.5 minutes. During extended day, teachers work with students in small groups to combine reading and writing activities in order to improve literacy skills. During Champions Club, an after school program held five times a week, students are involved in various indoor and outdoor sport activities. They also receive homework tutoring by older mentors from the community. In addition, the Title III program invites all 3rd, 4th, and 5th grade ELL students and offers them support in ELA and math, and prepares them for all the state tests.

13. PS 70 follows the Scott Foreman's Reading Street curriculum for ELA. The Workshop Model is used for all science and social studies lessons while incorporating ESL strategies, addressing the needs of all beginner, intermediate and advanced students. Teachers use a number of instructional strategies within the workshop model, small group instruction, use of TPR, role-play, picture references and realia, vocabulary development, word walls, and graphic organizers. ELL materials including software, authentic leveled libraries with high interest selections, commercially prepared and teacher made materials, are used in daily instruction in the classrooms and in the school library. PS 70 offers technology instruction to all grade levels through the use of our computer lab, as well as classroom technology instruction through the use of two laptop carts for student use. Many of our teachers have access to Smart Boards, which is valuable for teaching ELLs as it provides a visual context to the content areas.

14. For the TBE kindergarten program, NLA support is provided throughout the day. As stated, in the beginning levels of English language development, 75% of instruction time will take place in the students' native language and 25% in English. As students develop fluency in English, instruction time increases as outlined in CR Part 154 policy guidelines. Students are provided with access to the school's newly remodeled library, which includes books in several different native languages. Also, classroom libraries are also equipped with native language books.

15. Instruction, resources and services at PS 70 for all grade levels correspond to ELLs ages and grade levels. Textbooks, online resources, and other classroom materials are all geared toward appropriate age levels and aligned with state standards for the grade level.

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

Paste response to questions 8-17 here

8. Instruction at PS 70 is in alignment with the New York City and New York State content and performance standards. Instruction focuses on literacy, math, science, social studies, using ESL standards to ensure that students achieve higher scores on the NYSESLAT, and other city and state assessments. Teachers use a number of instructional strategies, such as small group instruction, use of TPR, role play, picture references and realia, vocabulary development, and graphic organizers. ELL materials including software, authentic level libraries with high interest selections, commercially prepared and teacher made materials are used in daily instruction in the classrooms and in the school library. PS 70 uses Scott Foreman's Reading Street for ELA, which incorporates ESL strategies, addressing the needs of all beginning, intermediate and advanced students. ALL students are provided with differentiated instruction in ELA, Math, Science and Social Studies. Differentiation is provided by the classroom teachers, cluster teachers and push-in ESL and AIS teachers. Supplementary materials are provided to augment English and Math instruction. The vision for all students of PS 70 is to build upon their prior knowledge to achieve higher academic success as our students will become the new community. In addition, at risk ELL students receive tutoring services by certified pedagogues.

9. PS 70 continues to support ESL students who have achieved English proficiency on the NYSESLAT by providing additional support during classroom instruction. Our ESL self-contained classes are often a heterogeneous grouping of proficient and non-proficient students. Proficient ESL students continue to receive test modifications for city and state assessments by providing these children with extended time, time and a half, per state regulations. A photography program has been added to the extended day session at P.S. 70 that specifically targets ESL students, as well as ESL students with IEPs. This photography program incorporates writing and reading activities, along with hands-on experience in technology and the arts.

10./11. Due to parent choice we will continue to maintain the kindergarten TBE class on the kindergarten level, which has more than a sufficient number of children, and we plan to reassess and open a first grade TBE class if enough parents show interest.

12. All ELLs at PS 70 attend the extended day program, and are invited to the school's Champions Club after school hours. The extended day program offers supplemental support for a duration of 37.5 minutes. During extended day, teachers work with students in small groups to combine reading and writing activities in order to improve literacy skills. During Champions Club, an after school program held five times a week, students are involved in various indoor and outdoor sport activities. They also receive homework tutoring by older mentors from the community. In addition, the Title III program invites all 3rd, 4th, and 5th grade ELL students and offers them support in ELA and math, and prepares them for all the state tests.

13. PS 70 follows the Scott Foreman's Reading Street curriculum for ELA. The Workshop Model is used for all science and social studies lessons while incorporating ESL strategies, addressing the needs of all beginner, intermediate and advanced students. Teachers use a number of instructional strategies within the workshop model, small group instruction, use of TPR, role-play, picture references and realia, vocabulary development, word walls, and graphic organizers. ELL materials including software, authentic leveled libraries with high interest selections, commercially prepared and teacher made materials, are used in daily instruction in the classrooms and in the school library. PS 70 offers technology instruction to all grade levels through the use of our computer lab, as well as classroom technology instruction through the use of two laptop carts for student use. Many of our teachers have access to Smart Boards, which is valuable for teaching ELLs as it provides a visual context to the content areas.

14. For the TBE kindergarten program, NLA support is provided throughout the day. As stated, in the beginning levels of English language development, 75% of instruction time will take place in the students' native language and 25% in English. As students develop fluency in English, instruction time increases as outlined in CR Part 154 policy guidelines. Students are provided with access to the school's newly remodeled library, which includes books in several different native languages. Also, classroom libraries are also equipped with native language books.

15. Instruction, resources and services at PS 70 for all grade levels correspond to ELLs ages and grade levels. Textbooks, online resources, and other classroom materials are all geared toward appropriate age levels and aligned with state standards for the grade level.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Paste response to questions 1-4 here

Parents are an integral part of our school community. Several Parent Orientation Sessions are held during the year for newly enrolled ELL parents, as well as an informative session in early Spring, providing information on NYSESLAT testing. Pamphlets and mock tests are distributed to parents to work with their children at home, as well as an informative measure to introduce them to what their children have been working on and what will be expected of them during this assessment. In addition, all parents are invited to attend workshops on ELA and Math state exams. Parents and the school principal meet once a month. They are invited to have an informal conversation with her and the parent coordinator about parent needs and concerns such as academics and curriculum. These discussions help build a stronger partnership and between the school and home, and maintain communication between school staff and parents. See parent translation policy.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here

Assistant principals, ESL teachers, special education teachers, speech teachers, social worker, guidance counselor, psychologist, secretaries, and parent coordinator working with ELL and non-ELL students are receiving ongoing professional development support via the following:

- Monthly staff development provided by coaches, ESL and AIS teachers on differentiation, and ESL instruction and methodology.
- ESL strategies throughout all content areas.
- Collaborative planning between ESL push-in teachers and non-ESL teachers are programmed during communal preps to ensure that successful co-teaching takes place and that planning and pacing are parallel.
- All day professional development workshops provided by ESL teachers, Network 2 support specialist and BETAC - Effective classroom instruction and intervention for ELLs.
- Meaningful literacy development for Elementary ELLs, Common Core Standards and implications for ELLs.
- Continued grade conferences on ESL mandates by grade supervisor.
- Aligning ESL methodologies and standards to the curriculum.
- Parental involvement.

Attendance logs of faculty conferences, comitee meetings, workshops are maintained by the coaches to ensure that the requirement of the 7.5 hours of ELL training for all staff is met.

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here

Assistant principals, ESL teachers, special education teachers, speech teachers, social worker, guidance counselor, psychologist, secretaries, and parent coordinator working with ELL and non-ELL students are receiving ongoing professional development support via the following:

- Monthly staff development provided by coaches, ESL and AIS teachers on differentiation, and ESL instruction and methodology.
- ESL strategies throughout all content areas.
- Collaborative planning between ESL push-in teachers and non-ESL teachers are programmed during communal preps to ensure that successful co-teaching takes place and that planning and pacing are parallel.
- All day professional development workshops provided by ESL teachers, Network 2 support specialist and BETAC - Effective classroom instruction and intervention for ELLs.
- Meaningful literacy development for Elementary ELLs, Common Core Standards and implications for ELLs.
- Continued grade conferences on ESL mandates by grade supervisor.
- Aligning ESL methodologies and standards to the curriculum.
- Parental involvement.

Attendance logs of faculty conferences, comitee meetings, workshops are maintained by the coaches to ensure that the requirement of the 7.5 hours of ELL training for all staff is met.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Paste response to questions 1-4 here

Parents are an integral part of our school community. Several Parent Orientation Sessions are held during the year for newly enrolled ELL parents, as well as an informative session in early Spring, providing information on NYSESLAT testing. Pamphlets and mock tests are distributed to parents to work with their children at home, as well as an informative measure to introduce them to what their children have been working on and what will be expected of them during this assessment. In addition, all parents are invited to attend workshops on ELA and Math state exams. Parents and the school principal meet once a month. They are invited to have an informal conversation with her and the parent coordinator about parent needs and concerns such as academics and curriculum. These discussions help build a stronger partnership and between the school and home, and maintain communication between school staff and parents. See parent translation policy.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| | | | | | | | | | | | | | L |

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) | | | | | | | | | | | | | | |
|---|----|----|----|----|----|----|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Beginner(B) | 27 | 17 | 6 | 5 | 5 | 8 | | | | | | | | 68 |
| Intermediate(I) | 11 | 23 | 16 | 12 | 11 | 7 | | | | | | | | 80 |
| Advanced (A) | 19 | 14 | 22 | 21 | 26 | 4 | | | | | | | | 106 |
| Total | 57 | 54 | 44 | 38 | 42 | 19 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 254 |

| NYSESLAT Modality Analysis | | | | | | | | | | | | | | |
|----------------------------|-------------------|---|----|----|----|----|----|---|---|---|---|----|----|----|
| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| LISTENING /SPEAKING | B | 3 | 4 | 5 | 1 | 2 | 3 | | | | | | | |
| | I | 0 | 8 | 9 | 0 | 5 | 4 | | | | | | | |
| | A | 0 | 22 | 31 | 13 | 15 | 5 | | | | | | | |
| | P | 0 | 25 | 18 | 23 | 33 | 15 | | | | | | | |
| READING/ WRITING | B | 3 | 15 | 11 | 1 | 7 | 0 | | | | | | | |
| | I | 0 | 20 | 17 | 12 | 10 | 6 | | | | | | | |
| | A | 0 | 13 | 16 | 20 | 25 | 6 | | | | | | | |
| | P | 0 | 11 | 19 | 4 | 13 | 15 | | | | | | | |

NYSELA

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

The assessment tools that PS 70 uses to assess the early literacy skills of the ELLs are: ECLAS 2, Fountas and Pinnell and teacher created assessments. The ECLAS-2 assessment demonstrates that the ELLs in Kindergarten through third grade are making gains in reading and writing. In Kindergarten the majority of ELLs are on level 1. In third grade the majority have reached level 6 and above.

2. After careful analysis of the LAB-R and the spring 2011 NYSESLAT results, the patterns observed across proficiency levels and grades show that the majority of students in first through fifth grades are in the intermediate and advanced levels. In the 2011NYSESLAT, fifty six (56) ELL students became proficient, fifty one (51) ELLs moved up a level, and four ELLs dropped a level. We also have eighty seven ELL's that have taken the NYSESLAT for the first time. Our major concern is the sixty (60) ELLs that have stayed on the same level.

3. PS 70 will continue targeting the needs of our ELLs and continue promoting:
- Language use and language/academic vocabulary development in all areas of the curriculum within an interactive classroom.
 - Focusing on developing higher level cognitive skills and critical thinking.
 - Creating more structured and scaffolded writing lessons to provide the necessary strategies to help them perform at higher level.
 - Involving students regularly in collaborative learning through pair and group work. We see a need to target writing and speaking by

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

| NYS Math | | | | | | | | | |
|---------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 3 | 1 | | | | | | | | 1 |
| 4 | 12 | | 19 | | 11 | | | | 42 |
| 5 | 5 | | 8 | | 2 | | | | 15 |
| 6 | | | | | | | | | 0 |
| 7 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

| NYS Science | | | | | | | | | |
|------------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 4 | 3 | | 4 | | 6 | | 1 | | 14 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

| New York State Regents Exam | | | | |
|-----------------------------|----------------------------|-----------------|-----------------------------|-----------------|
| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
| | English | Native Language | English | Native Language |
| Comprehensive English | | | | |
| Integrated Algebra | | | | |
| Geometry | | | | |
| Algebra 2/Trigonometry | | | | |
| Math | | | | |
| Biology | | | | |
| Chemistry | | | | |
| Earth Science | | | | |
| Living Environment | | | | |
| Physics | | | | |
| Global History and | | | | |

New York State Regents Exam

| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
|---------------------------|----------------------------|-----------------|-----------------------------|-----------------|
| | English | Native Language | English | Native Language |
| Geography | | | | |
| US History and Government | | | | |
| Foreign Language | | | | |
| Other | | | | |
| Other | | | | |
| NYSAA ELA | | | | |
| NYSAA Mathematics | | | | |
| NYSAA Social Studies | | | | |
| NYSAA Science | | | | |

Native Language Tests

| | # of ELLs scoring at each quartile (based on percentiles) | | | | # of EPs (dual lang only) scoring at each quartile (based on percentiles) | | | |
|----------------------------|---|------------------|------------------|------------------|---|------------------|------------------|------------------|
| | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 |
| | 1-25 percentile | 26-50 percentile | 51-75 percentile | 76-99 percentile | 1-25 percentile | 26-50 percentile | 51-75 percentile | 76-99 percentile |
| ELE (Spanish Reading Test) | | | | | | | | |
| Chinese Reading Test | | | | | | | | |

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

The assessment tools that PS 70 uses to assess the early literacy skills of the ELLs are: ECLAS 2, Fountas and Pinnell and teacher created assessments. The ECLAS-2 assessment demonstrates that the ELLs in Kindergarten through third grade are making gains in reading and writing. In Kindergarten the majority of ELLs are on level 1. In third grade the majority have reached level 6 and above.

2. After careful analysis of the LAB-R and the spring 2011 NYSESLAT results, the patterns observed across proficiency levels and grades show that the majority of students in first through fifth grades are in the intermediate and advanced levels. In the 2011 NYSESLAT, fifty six (56) ELL students became proficient, fifty one (51) ELLs moved up a level, and four ELLs dropped a level. We also have eighty seven ELL's that have taken the NYSESLAT for the first time. Our major concern is the sixty (60) ELLs that have stayed on the same level.

3. PS 70 will continue targeting the needs of our ELLs and continue promoting:

- Language use and language/academic vocabulary development in all areas of the curriculum within an interactive classroom.
- Focusing on developing higher level cognitive skills and critical thinking.
- Creating more structured and scaffolded writing lessons to provide the necessary strategies to help them perform at higher level.
- Involving students regularly in collaborative learning through pair and group work. We see a need to target writing and speaking by providing our ELLs with more opportunities for verbal interaction through small group instruction and differentiated instruction.
- Teachers regularly interacting with students on an individual basis.

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

Part VI: LAP Assurances

| School Name: _____ | | School DBN: _____ | |
|---|----------------------|--------------------------|-----------------|
| Signatures of LAP team members certify that the information provided is accurate. | | | |
| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
| Donna Geller | Principal | | 12/1/11 |
| Mariza Cerff | Assistant Principal | | 12/1/11 |
| Maria Hernandez | Parent Coordinator | | 12/1/11 |
| Claire Georgiou | ESL Teacher | | 12/1/11 |
| Claudia Chacon | Parent | | 12/1/11 |
| | Teacher/Subject Area | | 12/1/11 |
| | Teacher/Subject Area | | 12/1/11 |
| | Coach | | 12/1/11 |
| | Coach | | 12/1/11 |
| Teresa Rocha | Guidance Counselor | | 12/1/11 |
| Nancy DiMaggio | Network Leader | | 12/1/11 |
| Jennifer Franz | Other <u>ESL</u> | | 12/1/11 |
| Cathrine Goudelis | Other <u>ESL</u> | | 12/1/11 |
| | Other | | 1/1/01 |
| | Other | | 1/1/01 |

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 30Q070 **School Name:** Lt. Joseph Petrosino School

Cluster: 2.2 **Network:**

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

Upon registration, all parents must complete a Home Language Identification Survey to determine the child's home language. The revised survey now includes a supplementary section that asks parents to indicate their language preferences when receiving important information from the school in writing or orally. After reviewing this information, written translation and oral interpretation needs can now be assessed at registration for newly admitted students. The Parent Coordinator annually sends out the DOE parents preferred language form.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

After reviewing the responses to the language survey and forms, our findings reveal that the majority of parents who responded requested translation in Spanish (approx. 200), Arabic (approx 100). A smaller number of parents requested Bengali and Urdu (approx. 25). These numbers are updated monthly to reflect the needs or any new admits.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Teachers, administrators, and the PA will provide the Parent Coordinator with copies of documents they would like translated as needed. When time allows, documents will be sent to the DOE Translation and Interpretation Unit. All other materials will be translated by school staff and parent volunteers. We will also collect commonly used forms (report cards, trip notices, school notices, PA letters, ect.) and translate to make templates and a key for filling in important information that can be used by all staff members. We also use parent notification forms available on the DOE Office of English Language Learners website to ensure that parents of our English Language Learners understand the ELL identification process and the program choices available to them. We also have a school website that posts useful information for parents, staff and students about school events, state tests, and other important issues. The website is updated on a daily basis and is instantly translatable in all of our major language groups. Our school messenger phone service also provides parents who do not have access to the internet with important school messages.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

We plan to provide oral interpretation services for our annual ELL orientation as well as our (monthly PTA general meetings, parent workshops, IEP Meetings, Phone call about students' academic progress) in our four major language groups, using parent volunteers, and school personnel and . If needed, we will use DOE interpretation services. We are also updating our school phone messaging system to have other languages added to the additional English Spanish option, to help parents navigate the system.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

P.S. 70 posts notices regarding the availability of translation and interpretation services in the lobby, the security desk as well as the main office. School Personnel are also aware of the translation and interpretation resources available in the school building as well as the DOE. The Parent Coordinator annually updates the parent language survey where parents are able to specify the desire to receive documents in translation or have an interpreter available at important meetings and events. Teachers, administrators, and the PTA will provide the parent Coordinator with copies of documents they would like translated as needed. When time allows, documents will be sent to the DOE Translation and Interpretation Unit. All other materials will be translated by paraprofessionals and parent volunteers. We will also collect commonly used forms (such as trip permission slips, meetings, and workshops) and ask our translators to make templates and a key for filling in dates and other important needed information.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

| Part A: School Information | |
|---|--------------------------------|
| Name of School: The Lt. Joseph Pretosino | DBN: 30Q070 |
| Cluster Leader: Charles Amundsen | Network Leader: Nancy DiMaggio |
| This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input checked="" type="radio"/> NOT conceptually consolidated (must complete part E below) | |

| Part B: Direct Instruction Supplemental Program Information |
|---|
| The direct instruction component of the program will consist of (check all that apply): <input checked="" type="radio"/> Before school <input checked="" type="radio"/> After school <input checked="" type="radio"/> Saturday academy <input checked="" type="radio"/> Other: |
| Total # of ELLs to be served: 60 Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12 |
| Total # of teachers in this program: 4 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 0 |

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: P.S. 70's Title III program provides English Language Learners with supplemental ESL instruction in a after school program. The instructional program will service ELLs in grades 3 through 5 by five fully certified teachers. After school classes will meet a total of 44 sessions beginning in November 2011 through April 2012. Classes will meet on Tuesdays and Wednesdays for 1.5 hours. Group size will be maintained at less than 20 students per teacher. There will be a total of four classes for the after school program. One class for students at the Beginning level, one third grade class, one fourth grade class and one fifth grade class servicing approximately 70 Beginner, Intermediate and Advanced ELL students. Certified teachers will target four skills: reading, writing, listening and speaking. The program Spotlight on English on Paired Passages by Curriculum Associates will facilitate teachers in providing:

Explicit and intensive instruction.

Scaffolded learning.

Opportunities to develop vocabulary knowledge.

Strategies and knowledge to comprehend and analyze narrative and expository texts.

Engaging and structured activities to develop academic language.

Self-assessments and goal setting.

In addition, the Empire State NYSESLAT will be used to further prepare the students for the NYSESLAT.

The title III classes will integrate technology (Smart Boards) into the curriculum to motivate and encourage students' interaction, and enhance instruction on literacy and the content areas.

Furthermore, the students will improve their technology skills. Smart boards will also be used for assessment; technology is an excellent tool for informally assessing students in their language skills as well as their understanding of a specific subject. Our goal for the Title III after school program is to help the students achieve higher scores on the NYSESLAT, City and State assessments. General Instructional supplies such as chart paper, markers, and certificates of achievement will be purchased to support the after school program.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: Coaches, ESL teachers, and school's ESL Assistant Principal and Principal will provide PD to the Title III teachers. Information gained at conferences will be turn keyed to teachers working with ELLs. Topics may include but are not limited to the following:

Interactive teaching using smart boards

Differentiated instructional strategies in reading and writing during the workshop model

Part C: Professional Development

Data driven instruction
 Strategies needed to prepare our ELL students for the NYSESLAT, and achieve higher scores on all city and state assessments
 Cognitive Academic Language Proficiency
 Informal and Formal Assessments

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: P.S. 70's Title III program will provide ELL parents/guardians with the opportunity to attend a variety of family literacy and math workshops, so that they can better assist in the academic performance of their children at home. A series of workshops will be held on different topics (times to be announced) to accommodate different schedules. These workshops will address, but will not be limited to the following: Parents will become aware of instructional and testing requirements for their children; and with strategies needed to assist their children with daily homework and becoming proficient in English. Parent will become familiar with the ESL learning standards and NYSESLAT assessment.

Parent workshops will be facilitated by Coaches, ESL Assistant Principal, Parent Coordinator at no extra charge to the Title III program. In addition, outside agencies will be invited to address parents at the workshops.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$32,000

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|---|-----------------|---|
| Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem | \$19,693.00 | 44 sessions 1.5 hours 4 teachers - \$16,015.00 1 administrator - \$4,436.00 1 school aid - \$973.00 1 secretary - \$1,265.00 |
| Purchased services | | |

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$32,000

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|---|------------------------------------|---|
| <ul style="list-style-type: none"> High quality staff and curriculum development contracts. | | |
| Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. | \$800.00 \$450.00 \$1,280.00 | General instructional supplies Spotlight on Education Empire State NYSESLAT |
| Educational Software (Object Code 199) | \$4,801.00 | Smart Board |
| Travel | | |
| Other | | |
| TOTAL | \$32,020.00 | |